

SCHOOL-HOME LINKS

Reading Kit

Kindergarten Activities

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Teams of teachers at the kindergarten through third-grade levels developed the *School-Home Links Reading Kit*. One team coordinated by Mary Russo and Jonna Casey of the Boston Annenberg Challenge included Margaret Sands, Kathleen Baron, and Crystal English of the Mason School in Boston. Another team coordinated by Ellie Topolovac, superintendent of Solana Beach School District in California, included Susana Baum, Janet Brice, Jamie Crowley, Rhona Grant, Deborah Hays, Cristy Maxcy, Marla Sammulu, David Topolovac, and Patricia Totina. Selected activities were adapted or reprinted with permission from *How to Tutor Your Child in Reading and Writing* (1998), published by the Educational Resources Information Center (ERIC) Clearinghouse on Reading English and Communication at Indiana University and the Family Learning Association, and *Spelling By Writing* (1998) by Carl Smith, published by ERIC and the Family Learning Association. Susana Bonis, Shira Herman, Alex Campbell, Sandra Richardson, and Azalea Saunders provided editing and formatting assistance. Alan Ginsburg and Susan Thompson-Hoffman coordinated the overall effort. These materials were extensively reviewed by teams of parents, teachers, and administrators and by participants at the 1998 Improving America's Schools Act and Title 1 Parents' Conferences. The McFarland & Associates education consultant firm (Drs. Brenda J. Green, Barbara W. Milton, and Mr. Larry Haworth) worked on and assigned the Maryland Standards to each activity with consultation from the Maryland State Department of Education's Reading Specialist (Ms. Michele Goady).

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INTRODUCTION

A Word to Families and Tutors About the Use of the School-Home Links Activities

Research tells us that when family members work with their child on school work and become involved in their child's school, their child is more likely to succeed in school. Whether you are a family member, extended family member, or a learning partner/ tutor, working with your child to support work done at school can make a real difference!

The School-Home Links activities provided in this kit are keyed directly to reading activities that teachers typically do with children in school. These activities are directly linked to the Maryland State Reading Standards. These School-Home Links provide your family with an extra opportunity for more learning at home.

The School-Home Links are intended to be family activities. Your child will need your support in completing these activities. Most of the activities are not meant to be done alone. Remember that every child learns at his or her own speed, and most children learn within three-year developmental periods. Some children acquire the skills of a developmental period early, others will take longer and may need to work harder. This means your child may find the School-Home Links very easy, or on grade level, or difficult, depending upon your child's rate of growth. Wherever your child is, when you work with your child daily on the School-Home Links and similar reading activities, you can help your child grow steadily in reading and improve important skills.

Here are some tips for working on the School-Home Links activities:

- Start each School-Home Links activity time by reading the boxed note to you from the teacher, starting "Dear Family." This note tells you what your child is learning in school, if your child's teacher sends the activity home, and the purpose of doing the School-Home Links activity at home.
- Next read the directions for the activity. If the directions are addressed to you, work with your child on the School-Home Links as suggested. If the directions are written to your child, read them out loud to your child, unless your child can read them alone. After all, the more practice your child gets reading, the better a reader your child will be.
- If you or your child would like extra support, ask your child's teacher to work with your child in school and also assign a learning partner or tutor who can meet regularly with your child after school. There are many community organizations, such as your local library, that can provide tutors.

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- Provide any comments you may have about your child's reading work or work on the Home Links at the bottom or back of the School-Home Links. This information can help your child's teacher adjust the level of the Home Links or provide in-school help to better meet your child's needs.
 - Each School-Home Links activity ends with a space for your child to sign the page, showing he or she has worked on the activity, and a space for you to sign the page, showing that you have worked with your child on the activity.
 - Finally, the time you spend helping your child to read and write now is a gift for a lifetime! Reading is the foundation for all other knowledge!

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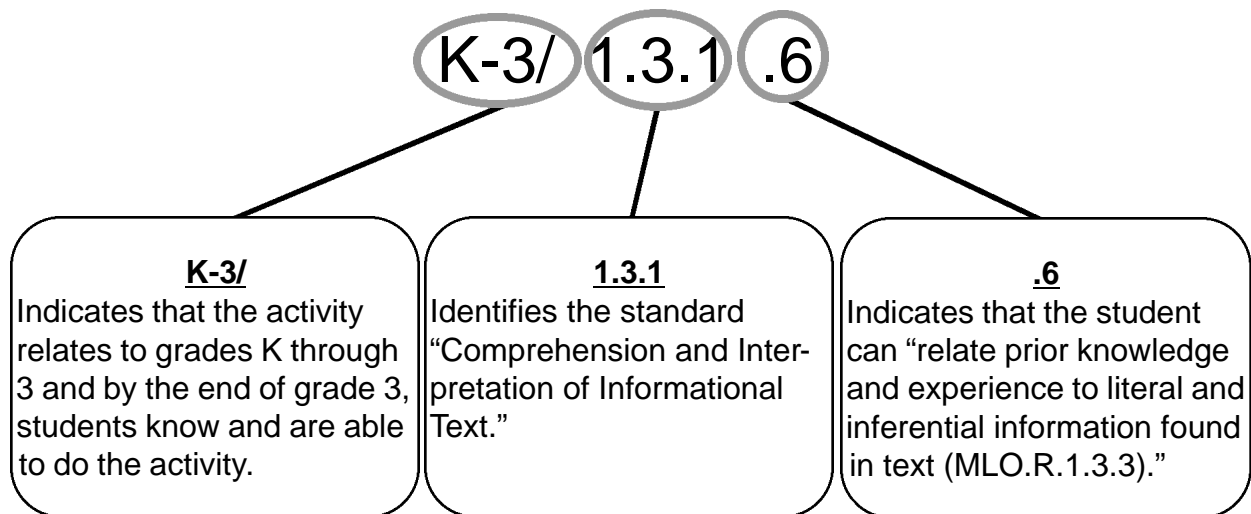
Home-Link Activity Locator

Kindergarten

Each discipline in Maryland has a state-mandated framework required by law, and the Home-Links Activities comply with the English Language Arts curricula framework. This framework is known as the Maryland State Standards, and the Home-Link Activities are identified with the Reading guidelines. Thus, each exercise in the Home-Links Activities relates to a **Maryland State Reading Standard**. A **Maryland State Reading Standard** will be found at the bottom of each activity page. The English Language Arts includes four processes, which are: reading, writing, listening, and speaking. These four process areas have two contents: language and literature. All six of these areas have been utilized throughout the exercises in this document. The numbering that you will see at the bottom of the page identifies the appropriate **Maryland State Reading Standard**. For example, what you will see is a number like:

K-3/1.3.1.6

This means:



As a result of the Reading Standards, the Maryland Department of Education established Maryland Learning Outcomes for Reading (MLO.R) that serve as the bases for Maryland school performance assessment at grades 3, 5, and 8. Together, the reading Standards and Maryland Learning Outcomes clearly define for the Maryland community what students must know about the reading in Kindergarten through Third grade.

We have established a Home-Link Activity Locator to assist teachers, parents, and tutors to identify which activity relates directly to a Maryland State Reading Standard and Maryland Learning Outcome. We hope this activity locator will provide you with immediate access to a standard that you may desire to assign an activity.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to follow the text of a book from the top to the bottom of the page.

Using a book sent home by your child's teacher or one you already have at home:

- Put a book in your child's lap with the cover facing up.
- Use your finger to point out the title of the book as you read the title.
- Look at the pictures on the cover and on the first page.
- Point to where the story begins and where the story ends.
- Read the first page. Use your finger to point to each word as you read.
- Have your child point to where the story begins on the second page. Read the second page.
Continue until you have read the book together.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to hold a book and how to turn the pages properly.

Using a book sent home by your child's teacher or one you already have at home:

- Put a book in your child's lap with the cover facing up.
- Use your finger to point out the title of the book as you read the title.
- Look at the pictures on the cover.
- Turn the book over to the back.
- Point out to your child how the front and back of a book are different.
- Open the cover to the first page.
- Show your child how you begin reading on the first page and turn one page at a time.
- Have your child practice turning pages one at a time until you reach the end of the book.
- Read the book together. Allow your child to turn the pages.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to care for a book properly. Please read this page to your child.

- You are going to make a mini-book called "How to Care for Books."
- Cut out the pages for the mini-book.
- Staple the pages together.
- Turn the pages. Start at the front of the book and move to the back.
- Listen as I read this book to you.

How to Care for Books 1	Keep books away from food and water 2	Turn book pages carefully. 3
Wash your hands before reading a book. 4	Put books away when you have finished reading them. 5	Return library books on time. 6

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1 Concepts of Print and Structural Features of Text. There is no specific MSDE Standard but this exercise is important to do.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how pictures and words go together to tell a story in a book.

- Put your child in your lap or right next to you.
- Open the book sent home by your child's teacher or one that you already have at home.
- As you read, put your finger under each word.
- Show your child a picture that describes what you have read.
- Ask your child to tell you who or what is in the picture.
- Ask your child to find an important character or special object in the picture.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.3 Differentiate letters from words. K-3/1.3.1.4 Match oral words to printed words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that we read English from left to right and from top to bottom.

- Read the text of the story "Numbers" (below) to your child.
- Use your finger or pencil to point to each word as you read.
- Have your child repeat each line after your read it.

Numbers

1. One flower



2. Two socks



3. Three pumpkins



4. Four clowns



5. Five teddy bears



Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that English reads from left to right and top to bottom.

- Read the story "I Like to Play" (below) to your child.
- Put the eraser end of a pencil or your finger under each word as it is read.

I Like to Play

I like to run.

I like to skip.

I like to hop.

I like to jump.

I like to play.

Child's signature _____

Parent's (Learning Partner's) signature _____




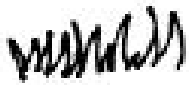


SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that we read English from left to right and from top to bottom.

- Read the words in "Colors" (below) to your child.
- Put the eraser end of a pencil or your finger under each word as it is read.
- Have your child color each picture.

Colors

A red apple	
An orange ball	
A yellow star	
Green grass	
Blue jeans	
Purple flowers	

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.1 Follow words from left to right and top to bottom. K-3/1.3.1.4 Match oral words to printed words. K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning where to begin reading on a page.

- Read the title of the book sent home by your child's teacher or one that you already have at home.
- Look at the cover.
- Open the book to the first page.
- Point to where the text begins on the first page.
- Read the first page. Use your finger to point to each word as you read.
- Have your child point to where the text begins on the second page. Read the second page. Continue until you have read the whole story together.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.1 Follow words from left to right and top to bottom. K-3/1.3.1.2 Identify the front and back covers and title page of a book. K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what words are and how to find words on a page. Please read this page to your child.

- Use a pencil to circle each word in the story "Good Dog."

Good Dog



Mia is my dog.

She is a good dog.

Mia can sit.

Mia can stay.

She likes to lick my face.

I love Mia!

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what words are and how to point out the spaces between them. Please read this page to your child.

- Use a pencil to draw a line between the words in each line of the story "Yummy!"

Yummy!

Birds eat seeds.

Mice eat cheese.

Giraffes eat leaves.

I eat many foods! Yummy!

- **More Fun:** Have your family write a sentence about you. Draw a line between the words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that words are read from left to right. Please read this page to your child.


Circle the beginning of the word.

f o x 

Circle the middle of the word.

c a t 

Circle the ending of the word.

h a t 

Circle the beginning of the word.

b o x 

Circle the middle of the word.

c u p 


Circle the ending of the word.

s i x 

Circle the beginning of the word.

b e d 

Circle the middle of the word.

j e t 

Circle the ending of the word.

p i g 

Circle the beginning of the word.

b u s 

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a letter is and how to find letters on a page. Please read this page to your child.

- Find the letter "w" in the story below and point it out four times.
- Find a "p" in this story.
- Find all the "m's" in the story.
- Find all the "o's" in the story.

On the Farm



I saw a pig on the farm.

I saw some chickens on the farm.

I saw a dog on the farm.

I saw a horse on the farm.

I liked the farm.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that words are made up of letters. Please read this page to your child.

- Point to the "J" at the beginning of this story, "Jake's Car."
- Draw a box around the first word in the story.
- Underline all the "c's" in the story.
- Circle each word in the story.

Jake's Car



Jake's car is very dirty.

Jake gets a bucket.

He gets a towel, too.

He fills the bucket.

Jake washes his dirty car.

Now Jake's car is clean.

Jake is all dirty!

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

**Dear Family, Your child is learning to recite the alphabet.
Please read this page to your child.**

- Cut out the pieces of the alphabet strip and glue the pieces together to make one strip.
- Put the strip in front of you.
- Sing the Alphabet Song.
- Point to each letter as you sing the name of each letter.

a b c d e f g h i j

k l m n o p q r s t

u v w x y z

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to recognize and name each letter. Please read this page to your child.

- Use a pencil to circle the "s" and the "p."

o	s	t	j	p
---	---	---	---	---

- Circle the "n" and the "y."

e	n	y	m	f
---	---	---	---	---

- Circle the "c" and the "o."

c	p	k	o	t
---	---	---	---	---

- Circle the "r" and the "v."

r	t	h	i	v
---	---	---	---	---

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the name of each letter.

- Read the name of each letter below and ask your child to point to the letter on the chart.
- Continue until you have named each letter in the alphabet.

a	b	c	d	e	f	g	h	i	j
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

k	l	m	n	o	p	q	r	s	t
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

u	v	w	x	y	z
----------	----------	----------	----------	----------	----------

- **More Fun:** Which letter is your favorite letter?
Write it 5 times.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to match upper- and lowercase letters for the same letter. Please read this page to your child.

- Use a pencil to circle the two letters that are the same in each row of letters.

1.

H	p	t	l	h
---	---	---	---	---

2.

A	w	x	a	G
---	---	---	---	---

3.

Z	z	u	O	N
---	---	---	---	---

4.

J	c	d	D	E
---	---	---	---	---

5.

K	b	k	O	L
---	---	---	---	---

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spot letters that are the same within a row of letters. Please read this page to your child.

- Use a pencil to circle the two letters that are the same in each row.
- Name the matching letters.

1.

R

T

L

T

M

2.

A

D

I

N

I

3.

J

B

K

R

B

4.

O

U

X

X

C

- **More Fun:** Name all of the letters in all of the rows.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to name all the lowercase letters of the alphabet. Please read this page to your child.

- Read all the letters of the alphabet in order from left to right.

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

- **More Fun:** What is the first letter of the alphabet?
What is the last?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to name all the uppercase letters of the alphabet. Please read this page to your child.

- Read all the letters of the alphabet in order from left to right.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

- **More Fun:** Write the initials of your first and last names in uppercase letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to name each uppercase and lowercase letter of the alphabet. Please read this page to your child.

- Point to one letter at a time and name it.

m	R	E	I	a	H	C	t	P
j	O	X	u	K	D	w	p	T
k	B	U	d	F	Q	c	h	G
S	f	b	J	A	N	X	L	R

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet. Please read this page to your child.

- Cut apart the uppercase and lowercase letters in the boxes below. Put all of them face up in front of you.
- Show your child six pairs of cards at a time (A, a; B, b; C, c). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

a	b	c	d	e
f	g	h	i	j
A	B	C	D	E
F	G	H	I	J

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet.

- Cut apart the uppercase and lowercase letters. Put all the letters face up in front of you.
- Show your child six pairs of cards at a time (example: K, k; L, l; M, m). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

K	I	m	N	O
p	q	r	S	T
k	L	M	n	o
P	Q	R	s	t

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet.

- Cut apart the uppercase and lowercase letters.
- Put them all face up in front of you.
- Show your child six pairs of cards at a time (example: U, u; V, v; W, w). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

u	v	w	X
x	y	z	Y
U	V	W	Z

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to recognize uppercase and lowercase letters of the alphabet. Please read this page to your child.

- Read each letter.
- Draw a circle around each lowercase letter.

M	c	R	V	F	O	P	m
A	m	X	D	g	L	H	I
T	E	W	I	J	B	S	z

- **More Fun:** Ask your family for a newspaper or a magazine. Find one sentence. Circle one lowercase letter in each word in that sentence.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read uppercase and lowercase letters of the alphabet. Please read this page to your child.

- Read each letter.
- Draw a circle around each uppercase letter.

I h M c A E m F

I h A G b J f L

D K L B k G c j

- **More Fun:** Ask your family for a newspaper or a magazine. Find one sentence. Circle all the uppercase letters in that sentence.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Read the letters and numbers on car license plates below with your child.
- Ask your child to read the letters or numbers on the plates:

2PHY471

4LMO231

9JME831

6CRLO11

5BTH0867

ADQ438

- **More Fun:** Go out into your neighborhood. Look at car license plates. Read the letters and the numbers on the license plates.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put sounds together to read simple words. Please read this page to your child.

- Look at each letter in the words below.
- Make all of the sounds of the letters in the word.
- Say the sounds again quickly.
- Say the word.

fun

can

dip

cat

ten

fox

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to listen for each sound in a short word. Please read this page to your child.

- Cut out the words in the boxes below.
- Look at one word at a time and name the sounds you hear in the word.
- Say the word.

m - e - t	s - a - t	b - i - g	h - i - t
t - i - p	r - u - n	a - s - k	c - u - p
s - a - t	s - i - p	p - a - t	g - e - t

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to listen for sounds at the beginning of words.

- Say each word to your child.
- Ask your child to tell you the /sound/ (not the letter) the word starts with.

1.	rake	/r/
2.	sock	/s/
3.	tire	/t/
4.	book	/b/
5.	nose	/n/

6.	van	/v/
7.	has	/h/
8.	wagon	/w/
9.	feet	/f/
10.	lamp	/l/

- **More Fun:** Pick words from books you are reading with your child. Say a word to your child. Ask your child to tell you what sound he or she hears at the beginning of the word.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to listen for each sound in a short word.

- Point to each word and say it slowly for your child.
- Ask your child to listen for all the sounds in the word.
- Repeat the word for your child.
- Ask your child to name the sounds.



d - i - g



r - u - g



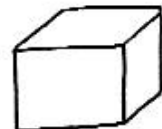
c - a - t



n - e - t



p - i - g



b - o - x

Child's signature _____

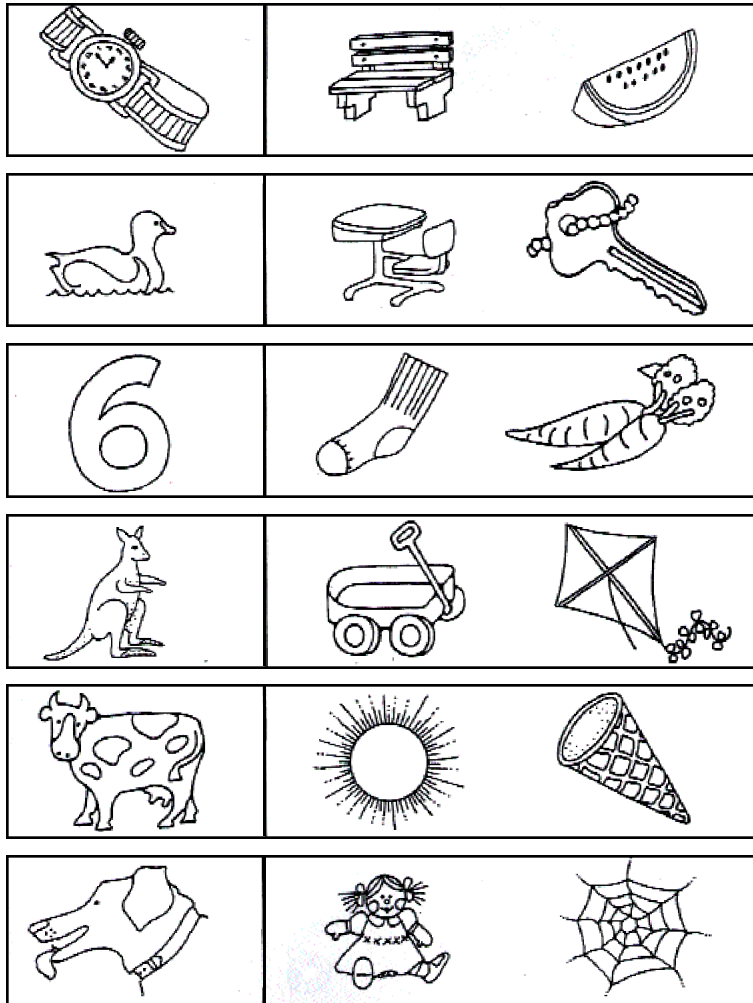
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that several words can begin with the same sound. Please read this page to your child.

- Name the first picture in each row.
- Look at the other two pictures in the same row.
Which one has the same beginning sound? Circle it.



Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to name letters by the sounds they make. Please read this page to your child.

- For each letter, say the sound that the letter makes.
- Name the letter that matches the sound.

1. /r/ as in rat

2. /u/ as in under

3. /i/ as in igloo

4. /p/ as in pet

5. /h/ as in hot

6. /y/ as in yes

7. /x/ as in x-ray

8. /m/ as in mom

- **More Fun:** Write your name. Say the names of the letters in your name.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

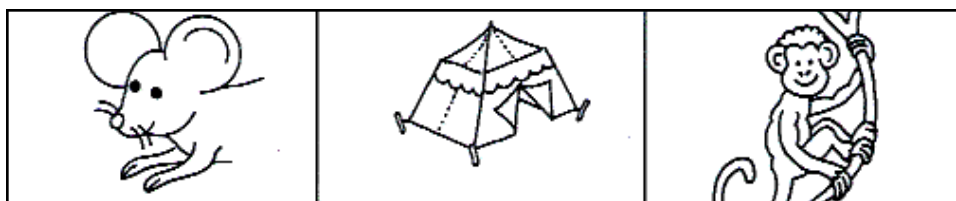
Child's name _____

Dear Family, Your child is learning that beginning sounds in a word can be represented by letters. Please read this page to your child.

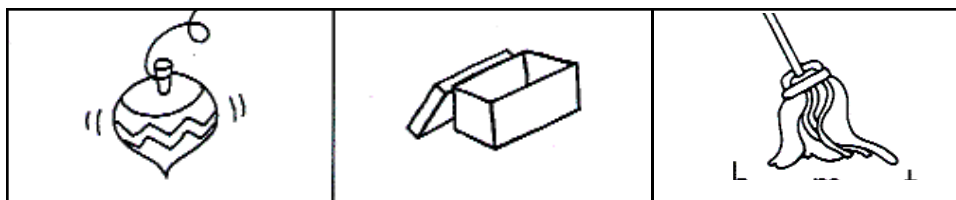
- Name each picture. Listen to the beginning sound in the word.
- Circle the letter with the same sound.



b m t b m t b m t



b m t b m t b m t



b m t b m t b m t

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.


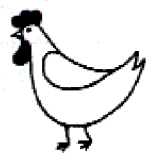
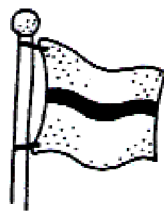
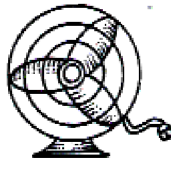

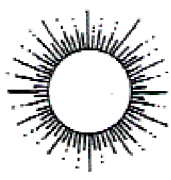
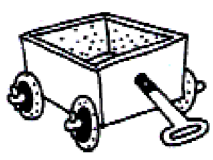

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that every word has an ending sound. Please read this page to your child.

- Name each picture. Listen for the last sound.
- Write the letter for the last sound you hear.

 g n	 g n
 g n	 g n
 g n	 g n
 g n	 g n

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

Reprinted from *Connections: How To Teach Your Child to Read and Write* by ERIC and the Family Learning Association.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to say the sound of each letter in a word. Please read this page to your child.

- Look at each word **(cat)**.
- Point to each letter and make that letter's sound (c/a/t).
- Repeat with each word on the page.

1.	c a t
2.	i n
3.	d i p
4.	h i t

5.	f u n
6.	n o t
7.	r u g
8.	s a t

9.	g e t
10.	c a n
11.	t e n
12.	f o x

- **More Fun:** Sound out the letters in your name, one at a time.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read some words quickly without sounding them out.

- Tell your child that some of the words below can not be sounded out (**is, are, the, my, you, I, of**). They need to be remembered.
- Read the words on each strip to your child.
- Ask your child to practice reading the words with you.

a

is

can

are

the

my

you

me

I

and

of

we

- **More Fun:** Can you find any of the words above in a book you are reading with your family?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read some words without sounding them out.

- Read the story below to your child, pointing out the words as you read.
- Read the story again and when you come to an underlined word, ask your child to read the word to you.

I Like My Cat

I like my cat. My cat is a good cat.

We like to play. Do you like cats?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that speech can be written down and has special meaning.

- Ask your child to look at the picture on the page and to tell you about the picture.
- Write down what your child says under the picture.
- Read your child's words back to him/her.



Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R. 2.2.3, MLO.R. 3.2.4). K-3/1.3.4.5 Recognize the distinct features of letters and words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that speech can be written down and has special meaning. Please read this page to your child.

- Make a list of your favorite animals.
- Make a list of three people in your family.

Animals

1. _____

2. _____

3. _____

Names of family members

1. _____

2. _____

3. _____

- Make another list of your favorite foods or favorite colors.

1. _____

2. _____

3. _____

Child's signature _____


Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that speech can be written down and has special meaning. Please read this page to your child.

- Draw a picture in the box below.
- Tell someone about your picture.
- Ask a person in your family to write down what you said.
- Read the words together.



Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Cut apart the words in the boxes.
- Get a fork, bag, pan, and cup from your kitchen.
- Read the words.
- Put the word in front of the item.
- Read the words again.

pan

bag

fork

cup

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Cut apart the words in the boxes.
- Tape the label to the item in your home.
- Read and reread the paper signs.

lamp

dresser

bed

floor

chair

door

table

wall

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.4 Match oral words to printed words. K-3/1.3.4.7 Use context to determine the meaning of words (semantics).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Read these signs with someone in your family.
- Talk about what each sign means.



This sign tells you where to find a boys' or men's bathroom.



This sign tells you where to find a girls' or women's bathroom.



This sign tells you where you can leave a building.



This sign tells you to stop.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

**Dear Family, Your child is learning to listen when read to.
Please read this page to your child.**

- Listen carefully to books and stories and poems your family reads to you.
- What can you remember from what your family read to you? Write three things you remember. Ask your family for help if you need it.

1. _____

2. _____

3. _____

- **More Fun:** Ask your family to tell you a story about themselves. When the story is over, tell them three things you remember about their story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words are alike and some are different. Please read this page to your child.

- Say the three words in each row.
- Pick the word that does NOT belong.

1.	cat	ran	cat
2.	bird	fit	fit
3.	pet	pet	rock
4.	rabbit	hot	hot
5.	cut	jump	cut

- **More Fun:** Cut out the word cards above. Match every pair of words that are the same.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some sounds are alike and some are different. Please read this page to your child.

- For each row, point to each letter and say the sound that it makes.
- Tell which sound in the row is different (does **NOT** belong).

1.	m	p	m
2.	l	l	h
3.	n	v	n
4.	s	s	d
5.	b	r	b

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words are alike and some are different. Please read this page to your child.

- Say the three words in each row.
- Use a pencil to circle the word that is different (does **NOT** belong).

1.	sun	fun	sun
2.	hat	hat	mat
3.	lip	lip	lid
4.	up	up	out
5.	open	over	open

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to recognize words that rhyme. Please read this page to your child.

- Point to each word and read it.
- Put an X on each word that rhymes with **cat**.

1.	mat	car	jam
2.	tree	bat	sat
3.	red	cup	rat
4.	hat	fat	sun

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the sound each letter makes in a word.

- Say each word to your child with a short pause between the letters **(b-o-x)**.
- Have your child repeat the letter sounds back to you **(b-o-x)**.
- Repeat each word with a shorter pause between the letters **(box)**.
- Have your child say the word **(box)**.

1.	b-o-x box
2.	c-a-p cap
3.	d-o-g dog

4.	c-u-p cup
5.	c-a-t cat
6.	p-o-t pot

7.	b-e-d bed
8.	h-i-t hit
9.	s-a-t sat

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2 Phonemic Awareness. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words. K-3/1.3.4.5 Recognize the distinct features of letters and words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to notice the number of syllables in a word.

- Read each word.
- Have your child clap once for each syllable in the word.

1.	cat	(cat)	(1 clap)
2.	sing	(sing)	(1 clap)
3.	baby	(ba - by)	(2 claps)
4.	silly	(sil - ly)	(2 claps)
5.	puppy	(pup - py)	(2 claps)
6.	water	(wa - ter)	(2 claps)

- More Fun: Clap once for each syllable in your name.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to listen to the number of syllables in a word.

- Get a spoon or pencil and give it to your child.
- Read each word to your child.
- As you read each word, ask your child to tap the table for each syllable in the word.

1. wagon (wag - on) (2 taps)

2. marigold (mar - i - gold) (3 taps)

3. butter (but - ter) (2 taps)

4. pickles (pick - les) (2 taps)

5. strawberry (straw - ber - ry) (3 taps)

6. chair (chair) (1 tap)

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to make a rhyme. Please read this page to your child.

- Point to each word and say it out loud.
- Say a word that rhymes.
- Write the rhyming word on the line.
- Read the rhyming pair out loud.

1. bag _____

2. cap _____

3. dish _____

4. pan _____

5. bike _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to make a rhyme. Please read this page to your child.

- Point to each word and say it out loud.
- Say a word that rhymes.
- Write the rhyming word on the line.
- Read the rhyming pair out loud.

1. rat _____

2. ball _____

3. fish _____

4. dog _____

5. cake _____

Child's signature _____

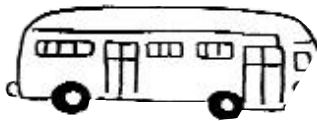
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

**Dear Family, Your child is learning to spell simple words.
Please read this page to your child.**

- Look at each picture and name the object.
- Sound out the word for each picture.
- Write the letters that spell each word on the lines under the picture **(bus, cat, mop, bat)**.









Child's signature _____

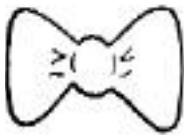
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

**Dear Family, Your child is learning to spell simple words.
Please read this page to your child.**

- Look at each picture and name the object.
- Use a pencil to circle four of the things you like best.
- Sound out each word for the four pictures.
- Write the letters that spell each word on the lines below the picture.



Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write words that are important to know in school.

- Show your child how to write two words that are important to know in school, such as "look."

1. _____

2. _____

- Ask your child to name and write the first letter of each word.

1. _____

2. _____

- Ask your child to name and write the last letter of each word.

1. _____

2. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use new words when speaking.

- Help your child write down three new words he or she has learned at school.

- Write a sentence for your child using one of the new words.

- Now read your child's sentence to him or her.

Child's signature _____

Parent's (Learning Partner's) signature _____

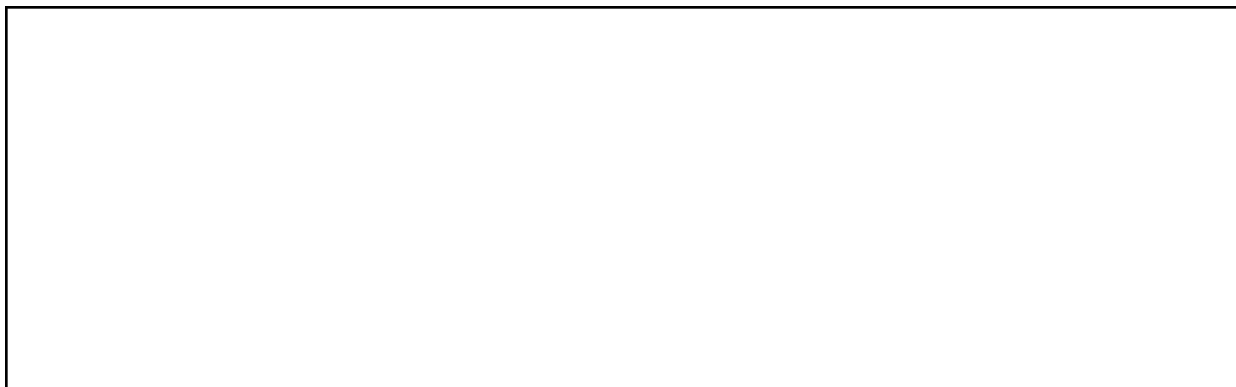
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to talk about ideas in sentences. Please read this page to your child.

- Tell your family about your day at school.
- What was your favorite part of the school day?
Start with the words, **“My favorite part of the school day was...”** Ask your family to write the words you say below.

- Draw a picture of your favorite part of the school day.



Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.4 Match oral words to printed words. K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays, and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to follow the text of a book from the top to the bottom of the page. Read this page to your child.

- Tell a story about your family in your own words. Ask your family to write it for you below:

- Now ask your family to read the story to you.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.1 Follow words from left to right and top to bottom. K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3). K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays, and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write messages. Please read this page to your child.

Tell me what you would like to tell your teacher.

Dear Teacher,

Your student,

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/ 3.3.4.1 Write to express personal ideas in stories, poems, plays, and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

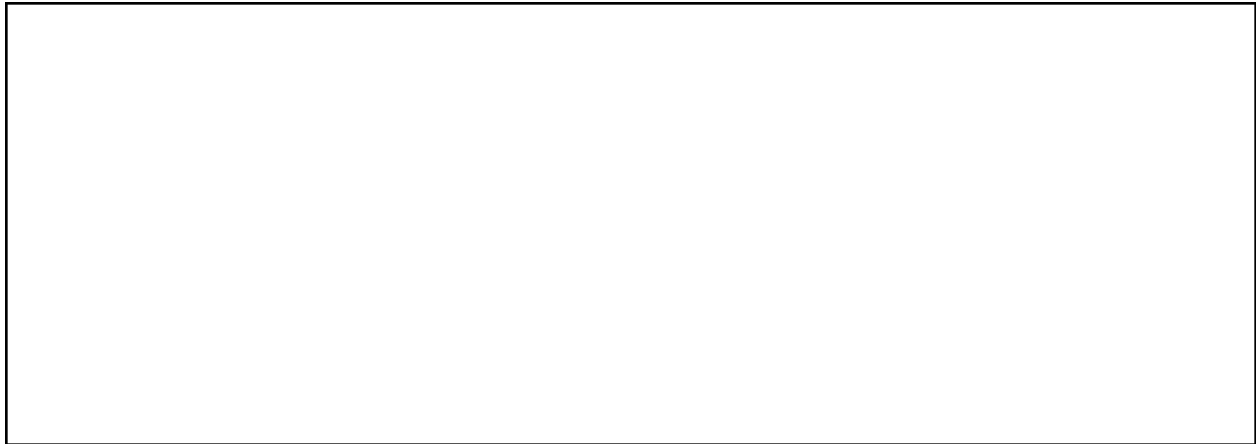
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **red**.

- Draw and color something **red** in the box.



- Practice writing and saying the word **red** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

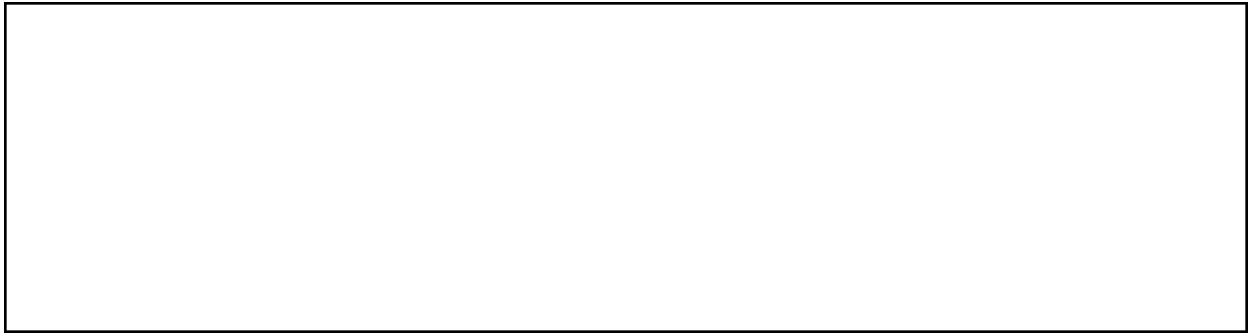
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **orange**.

- Draw and color something **orange** in the box.



- Practice writing and saying the word **orange** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **yellow**.

- Draw and color something **yellow** in the box.



- Practice writing and saying the word **yellow** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **green**.

- Draw and color something **green** in the box.



- Practice writing and saying the word **green** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

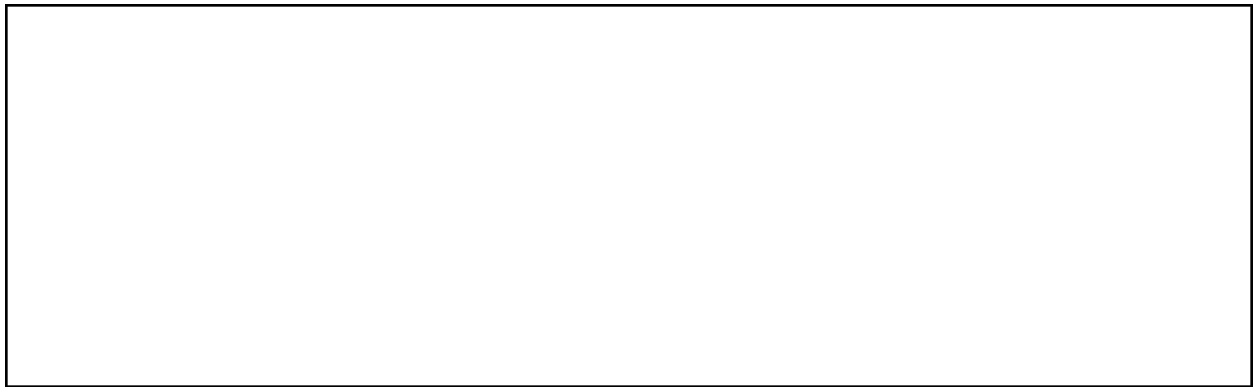
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **blue**.

- Draw and color something **blue** in the box.



- Practice writing and saying the word **blue** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

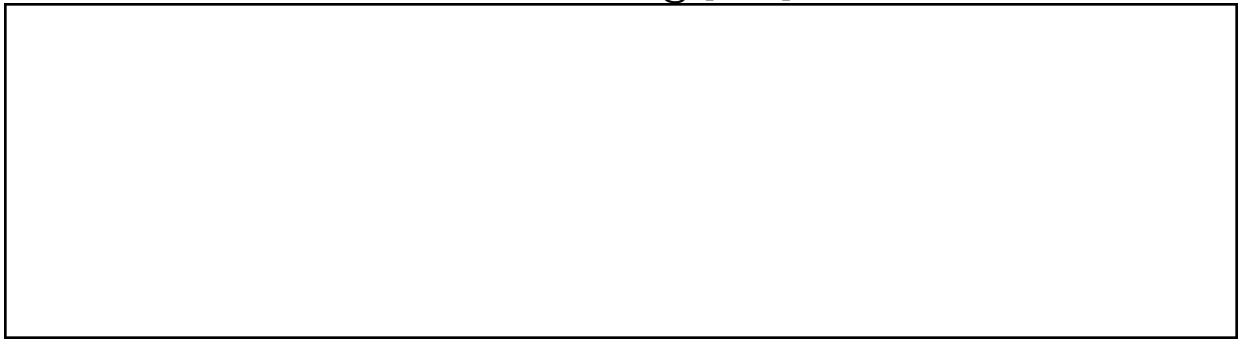
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **purple**.

- Draw and color something **purple** in the box.



- Practice writing and saying the word **purple** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

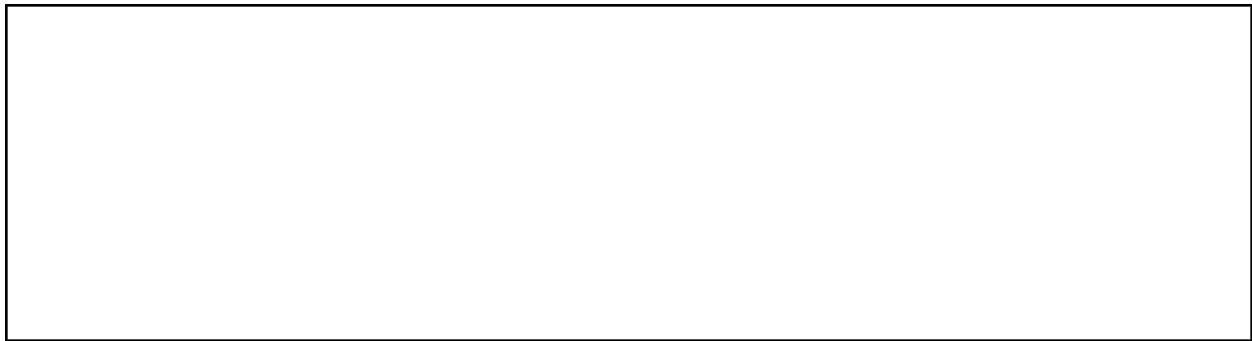
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **brown**.

- Draw and color something **brown** in the box.



- Practice writing and saying the word **brown** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

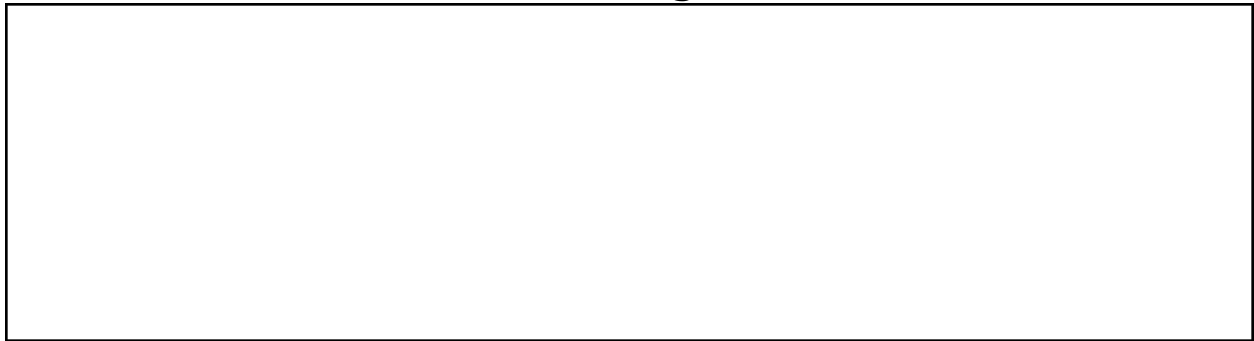
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **black**.

- Draw and color something **black** in the box.



- Practice writing and saying the word **black** four times.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

**Dear Family, Your child is learning about where things are.
Please read this page to your child.**



- Where is the dog? Is it inside the circle or outside the circle? _____
- Draw a dog outside the house.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4). K-3/1.3.5.11 Reorganize information from the text into different forms (charts, drawings, or graphic organizers)(MLO.R.2.2.4, MLO.R.3.2.2).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning words that show where something is. Please read this page to your child.

- Draw a ball next to the bat.



- Write the word ball. _____
- Draw another ball. Then draw a picture of yourself next to the ball.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4). K-3/1.3.5.11 Reorganize information from the text into different forms (charts, drawings, or graphic organizers)(MLO.R.2.2.4, MLO.R.3.2.2).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning words that show where something is. Please read this page to your child.

- Draw a picture of where you live.
- Draw a picture of yourself standing **in front of** where you live.
- Write the words **I live here** under the picture.



-
- Tell your family where you are in the picture.
 - Tell your family what you like about where you live.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4). K-3/1.3.5.11 Reorganize information from the text into different forms (charts, drawings, or graphic organizers)(MLO.R.2.2.4, MLO.R.3.2.2).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about connections between words. Please read this page to your child.

Here are some words:

red green blue yellow brown

- How are these words like each other?

Here are some more words:

dog cat cow hen horse

- How are these words like each other?
- Can you think of some other words that go together?

Child's signature _____

Parent's (Learning Partner's) signature _____

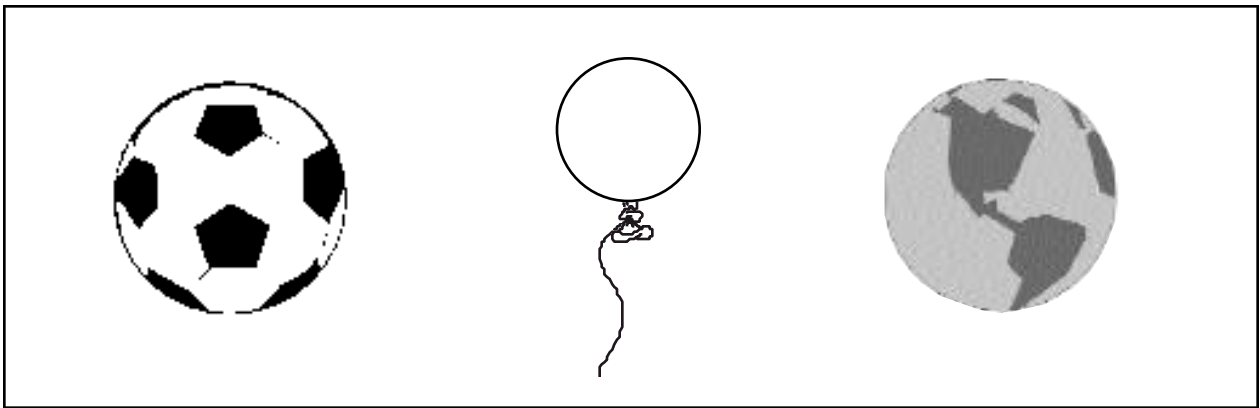
K-3/1.3.1.7 Evaluate common text features (MLO.R.2.4.1). K-3/1.3.5.13 Compare and contrast information in text with prior knowledge (MLO.R.3.3.2).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about shapes. Please read this page to your child.

Each picture is made from a **circle**.



- Use a crayon to draw around the **circles** in the pictures.
- Write the word "circle" twice.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning new words through listening. Please read this page to your child.

- What are some new words you heard in school or at home today?
- Do you know what these words mean?
- Ask your family to work with you to write some of them down.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use new words. Please read this page to your child.

- Pick out a book and name its title and author.

Title: _____

Author: _____

- Read the book with your family.
- Ask your family to help you write down three new words you found in the story.

- Ask your family to help you write a sentence using one of these new words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to print words. Please read this page to your child.

- Here is a list of words you will see many times when you read. Write each word five times.

up _____

down _____

in _____

out _____

- Ask your family to help you write some of these words in a sentence.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use new vocabulary words. Please read this page to your child.

Our word for the week is **like**.

- Practice writing the word **like**.

1. _____

2. _____

3. _____

4. _____

5. _____

- Ask your family to help you finish the following sentences:

I like _____

I like _____

I like _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write his or her name. Please read this page to your child.

- Practice writing your first and last names five times.

1. _____

2. _____

3. _____

4. _____

5. _____

- **More Fun:** Write your name with a crayon and put it on the refrigerator door so you can see it everyday.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write letters of the alphabet. Please read this page to your child.

- Practice writing the letter **A**

A _____

A _____

A _____

- Practice writing the letter **a**.

a _____

a _____

a _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write letters of the alphabet. Please read this page to your child.

- Practice writing the letter **M** and **m**.

M _____ **M** _____ **M** _____

m _____ **m** _____ **m** _____

- Write the names of the **M** months.

March _____

May _____

- Name four things in your home that start with the letter **m**.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to copy words. Please read this page to your child.

- Copy the following words.

the _____

you _____

he _____

she _____

- **More Fun:** Point these words out to your family in a magazine.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.5 Recognize the distinct features of letters and words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to copy words. Please read this page to your child.

- Write these words twice.

We _____

We _____

like _____

like _____

books _____

books _____

- Can you write these three words together?

We like books

- **More Fun:** Copy a sentence from a book you are reading.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.5 Recognize the distinct features of letters and words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to notice each word in a sentence.

- Read each sentence below to your child.
- Have your child clap each time you read a word.

1.The house is big.

2.The mouse is small.

3.I see a tall tree.

4.I like to read.

5.The box is red.

6.I see a green ball.

- **More Fun:** Speak slowly to your child, pausing between each word. Show your child how to clap once for every word you say.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.6 Track auditorily each word in a sentence and each syllable in a word.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to follow two-step directions. Please read this page to your child.

- Draw a box on this paper.
- Then draw your favorite toy in the box.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4). K-3/1.3.5.2 Follow simple written instructions and describe the importance of specific steps in a set of directions (MLO.R.3.2.5).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning about making connections between things that happen in a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Draw a picture of the main character in the story and a picture of yourself.



- Tell how you are like the main person in the book.
- Tell how you are different.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to remember important parts of a story without looking at the book. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Read the book with your family.
- Without looking at the book, tell the story in your own words. Ask your family to write your words below:

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/ 2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning that every story has a beginning, a middle, and an end. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Read the book with your family.
- Draw a picture showing what happens in the beginning of the story.



- Draw a picture showing what happens at the end of the story.



Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to recognize the setting of a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Read the book with your family.
- Draw a picture showing where the story takes place. This is called the setting.



- Write about your picture. Ask your family for help if you need it.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.6 Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to remember what happens in a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Read the book with your family.
- What happens at the beginning of the story? Ask your family for help if you need it.

- What happens at the end of the story?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.1 Identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2., MLO.R.2.3.2).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to listen for good reading of books and stories. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Listen to a story your family will read out loud to you. Then answer the questions below.
- What do you notice about the way words sound when someone is reading out loud?
- Does the reader say the words one after another as if they were speaking to you? Or do they say one word, wait, then say another word?
- What did you learn from hearing the story read out loud?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.1 Identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2, MLO.R.2.3.2). K-3/2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer “who” and “what” questions. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Read the book and answer the questions below.
Ask your family to help you write your answers, if you need help.

Who is the main character in the story?

What problem does the main character have in the story?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.1 Identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2, MLO.R.2.3.2). K-3/2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to listen to a story and answer questions. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Read the book with your family and answer the questions below. Ask for help if you need it.

Where does this story take place?

Who is the main character in the story?

How are you like, or different from, the main character?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read different books every day. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Read the book with your family. Then answer the questions below. Ask your family for help if you need it.
- Make a list of two other books or stories you read this week.

1. _____

2. _____

- What is your favorite story?

- Why is it your favorite story?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is talking about his or her favorite book in school. Please read this page to your child.

Answer the questions below about books you have read. Ask your family for help if you need it.

- What is your favorite book in school?

- Who is the author of your favorite book?

- Draw a picture about something that happens in the book.



- Why do you like this book so much?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.1 Identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2., MLO.R.2.3.2). K-3/2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning about the library. Please read this page to your child.

- Go to your classroom, school, or local library.
- Find a book that you would like to read.
- Ask your teacher or family to help you check it out.

Title: _____

Author: _____

- Read the book with your family.
- Write why you chose this book. Ask your family for help if you need it.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to listen to stories and books and to answer questions out loud. Please read this page with your child.

- Pick out a book and name its title and author.

Title: _____

Author: _____

- Read the book with your family.
- Write about how this book is like other books you have read. Ask your family for help if you need it.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.1 Identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2., MLO.R.2.3.2). K-3/2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1). K-3/2.3.2.6 Explain the connections between illustrations and text and how they support text (MLO.R.1.2.2).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to use pictures to guess what might happen in a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _____

Author: _____

- Before you read a book today with your family, look at the cover and at the pictures. Write below what you think will happen in the story.

- After reading the story with your family, write below what really happened. Did you guess right?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1). K-3/ 2.3.2.6 Explain the connection between illustrations and the text and how they support the text (MLO.R.1.2.2).